



SBE Workshop Provider and Program Reviews

Office of Educator Licensure and Preparation, July 23, 2020



BEST FOR
ALL

ACADEMICS

ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER

TN

Department of
Education

Workshop Objectives

- Orient new SBE members to the context and redesign of provider and program level approvals.
- Preview the fall 2019 provider and program approval recommendations in preparation for the SBE meeting on Friday

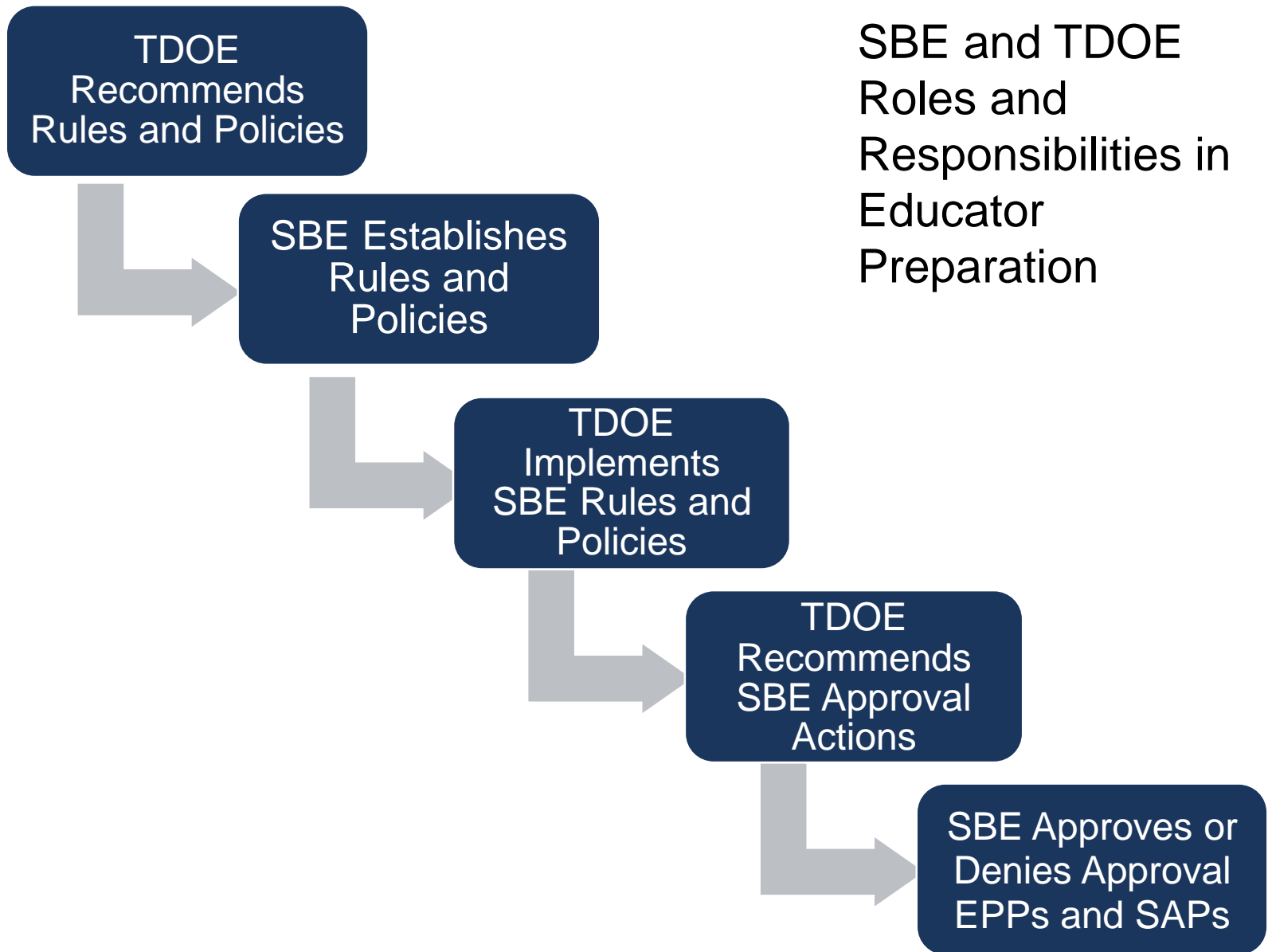
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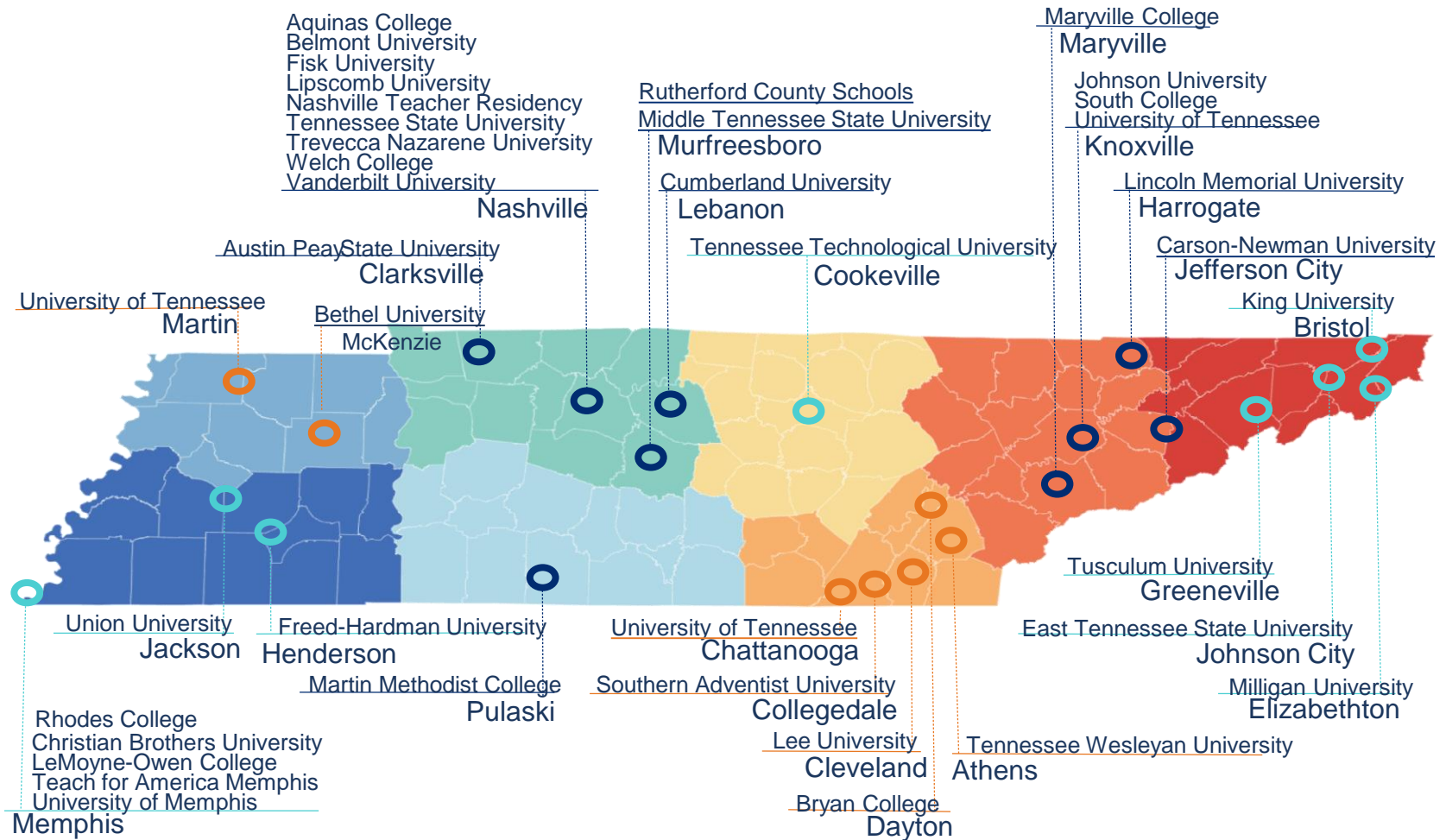
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Provider and Program Review Context

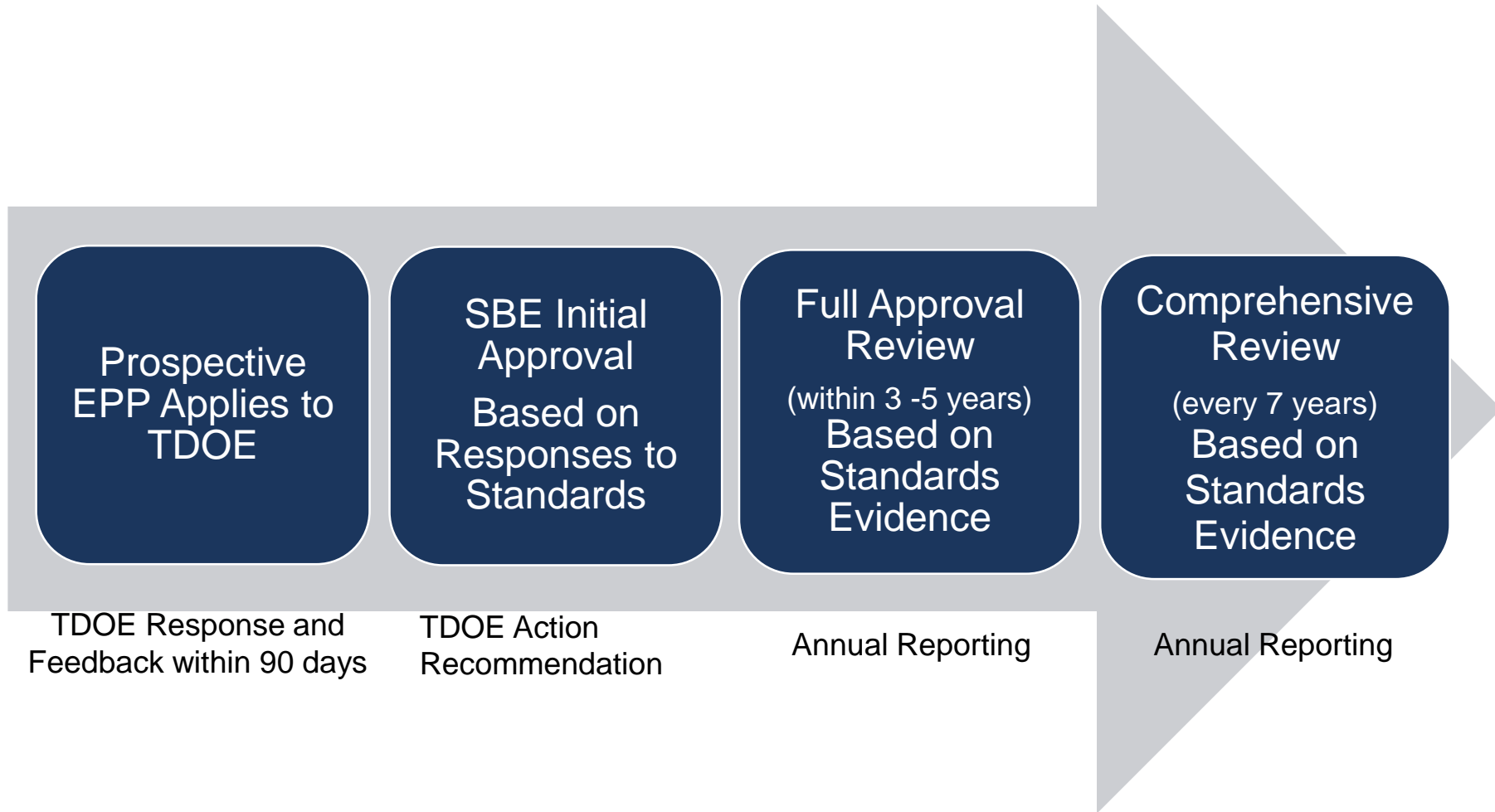
SBE and TDOE Roles and Responsibilities in Educator Preparation



Tennessee Educator Preparation Providers



Review Process Overview



CAEP EPP Standards

Standard	Components
Standard 1: Content and Pedagogical Knowledge	<ul style="list-style-type: none">• Candidate knowledge, skills, and dispositions• Research and evidence• Candidate assessment• College and career readiness• Technology through preparation
Standard 2: Clinical Partnerships and Practice	<ul style="list-style-type: none">• Partnerships for clinical practice• Clinical educators• Clinical experiences
Standard 3: Candidate Quality, Recruitment, and Selectivity	<ul style="list-style-type: none">• Recruitment of diverse candidates• Candidates demonstrate academic achievement• Non-academic attributes• Selectivity during preparation and completion

CAEP EPP Standards

Standard	Components
Standard 4: Program Impact	<ul style="list-style-type: none">• Impact of pre-K-12 student learning and development• Indicators of teaching effectiveness• Satisfaction of employers• Satisfaction of completers
Standard 5: Provider Quality Assurance and Continuous Improvement	<ul style="list-style-type: none">• Quality and strategic evaluation• Provider performance assessment• Measures of completer impact• Stakeholder involvement

Comprehensive Review Types

- EPPs in Tennessee may elect to seek CAEP accreditation or have a comprehensive review managed by the state.
- CAEP-State Joint Review
 - CAEP national reviewers evaluate the EPP
 - State reviewers evaluate the licensure programs
 - Approximately 60 percent of EPPs are CAEP accredited
- State-Managed Reviews (TNCR)
 - State team evaluates the EPP and licensure programs
 - Approximately 40 percent of EPPs are state-managed

Comprehensive Reviews in TN

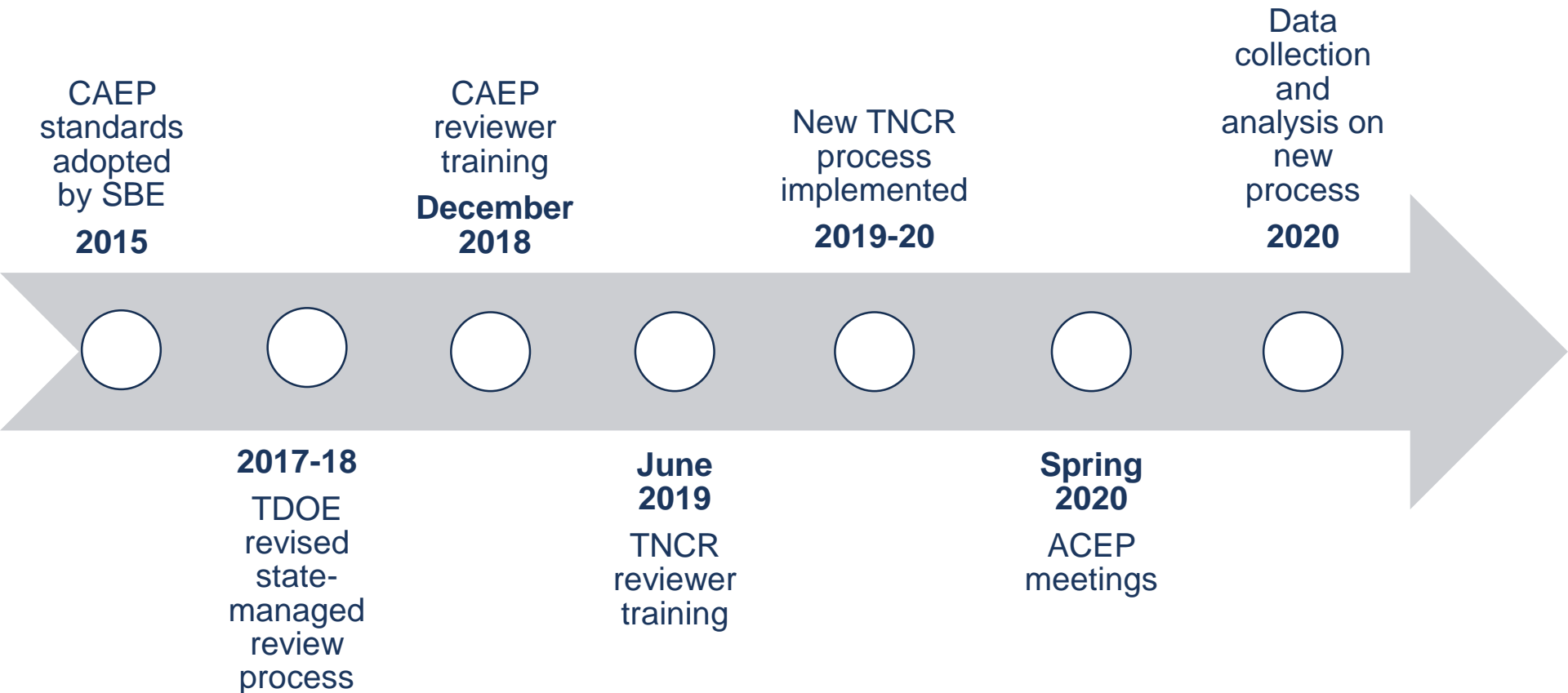
State-Managed Review	CAEP/State Joint Review
One review team assigned for the EPP and SAP review	CAEP review team assigned for review of the EPP; state team assigned for the review of the SAPs
Team conducts off-site review of all standards and programs, generates FFR, and reads addendum prior to on-site visit.	State team conducts off-site review of all programs, generates FFR, and reads addendum prior to on-site visit.
Team conducts interviews with stakeholders to corroborate evidence related to the review of the standards and programs.	State team collaborates with CAEP team to interview stakeholders to corroborate evidence related to the review of the programs.
Team generates a final report regarding outcomes for standards and SAPs for SBE approval.	State team generates a final report regarding outcomes for SAPs for SBE approval.

EPP and SAP final reports reviewed by the Advisory Committee on Educator Preparation.

State Board Approval Outcomes

Full Approval: Exemplary Status	The EPP exceeds expectations on a majority of the standards and meets expectations on all other standards.
Full Approval	The EPP meets expectations on all standards.
Full Approval: Minor Stipulations	The EPP meets expectations on all standards, but falls below expectations on one (1) or more components across multiple standards. Action plan and progress monitoring required.
Probationary Approval: Major Stipulations	The EPP meets expectations on three (3) or more standards but falls below expectation on one (1) or more standard(s). Improvement plan and focused review required.
Denial of Approval	The EPP falls below expectations on two (2) or more standards. EPPs that are denied approval shall no longer enroll new candidates for licensure and shall notify all current candidates of the denial of approval status of its program.

Timeline



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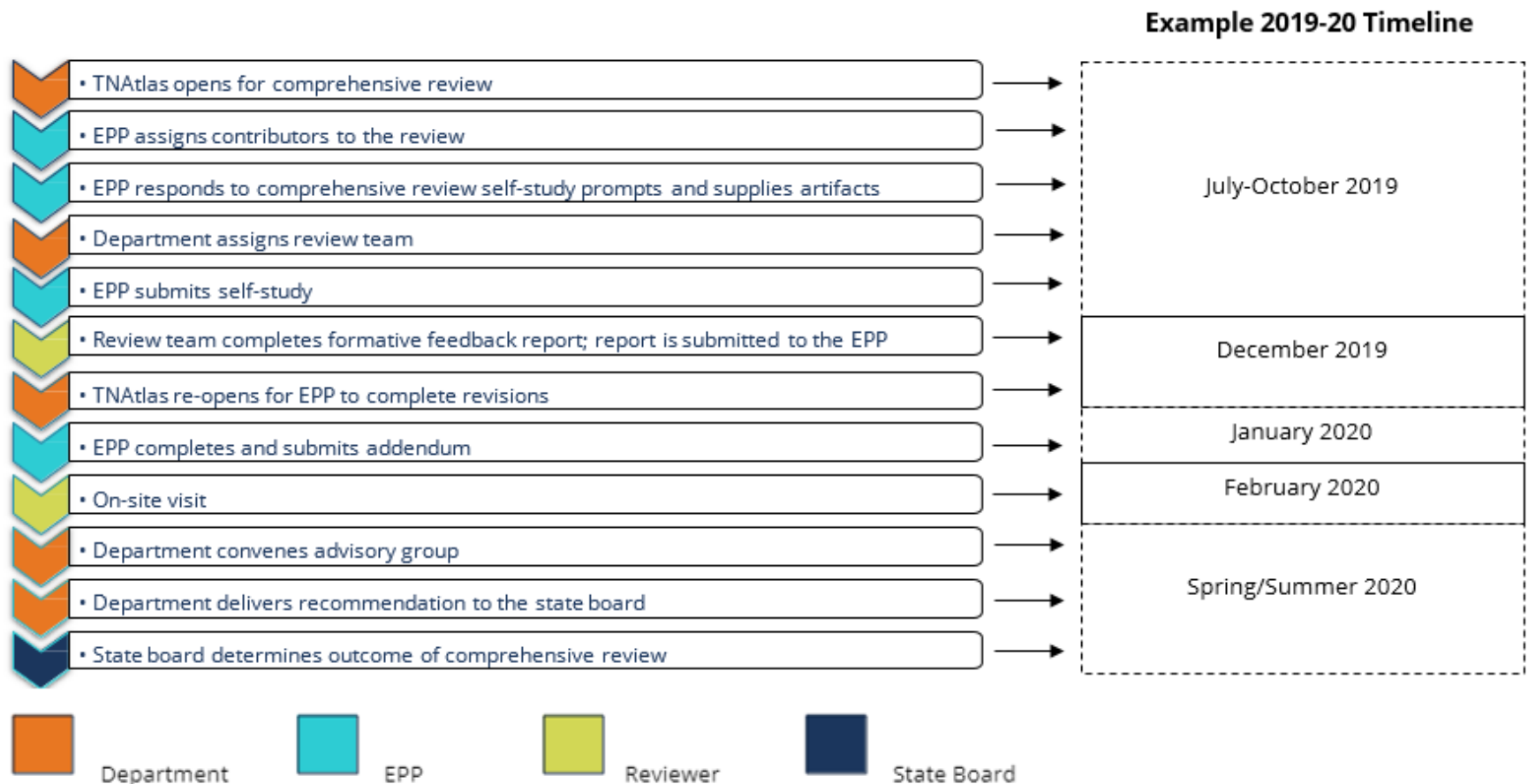
Revised State- Managed (TNCR) Reviews

Revised State-Managed Review Process

- Tennessee review and approval are informed by and aligned to CAEP standards to provide:
 - a robust process that meets Tennessee's needs;
 - clarification of standard level expectations;
 - supports for systems-thinking and continuous improvement; and
 - integration between qualitative rubrics and quantitative Annual Reports data.
- Remember the balance of accountability and continuous improvement!

TNCR Process Overview & Timeline

Tennessee Comprehensive Review (TNCR) Process Overview and Timeline



Narrative Prompts and File Uploads



Rubric Overview and Structure

Each standard is accompanied by a set of rubrics.

Each set of rubrics is introduced with the overall standard language.

Each component within a standard is introduced with the component heading number followed by the full language of the component.

Components may be divided into multiple indicators, each denoted by an indicator heading.

Each indicator has one or more narrative prompts. 3.1.1.A is an example of a narrative prompt, which can contain additional optional or required questions to guide the provider.

3.1.1.D and 3.1.1.E are examples of exhibits for the provider to upload a document or data file.

Rubrics

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment through admission, the progression of courses and clinical experiences, and through decisions that completers are prepared to teach effectively and are recommended for licensure. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Component 3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates increasingly reflects the diversity of Tennessee's pre-K-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.

Indicator 3.1.1 Plan for Recruitment

3.1.1 Narrative Prompts:

- A. Describe the process by which the provider and primary LEA partner developed a recruitment plan that focuses on under-represented groups (i.e., racial and/or ethnic, males, and hard-to-staff/shortage fields).
 - How are roles and responsibilities identified and communicated?
 - How were dedicated resources (human and fiscal) identified?
 - How are strategies and accompanying goals for recruitment informed by data and aligned to local and/or state needs?
 - How are timelines, including milestones and deliverables/outcomes, determined? How and by whom is progress monitored, measured, and communicated?
 - What processes are in place to support, retain, and improve the proficiencies of under-represented at-risk candidates?
- B. Describe the ways in which the recruitment plan will result in the increased diversity of the candidate pool and target areas of teacher shortage.
 - What is the provider's theory of action to support the rationale for why the proposed activities outlined in the recruitment plan will have a positive impact on increasing the diversity of the candidate pool and target areas of teacher shortage?
 - How is the data used to support additional efforts to increase the recruitment of candidates that meet these areas of need?
- C. How does the provider ensure that the plan includes a continuous improvement process for recruitment of candidates from all under-represented groups?
 - What is the current status of your recruitment efforts and where do you see your provider in relationship to future milestones and benchmarks from your recruitment plan?
 - Describe the process of reviewing the recruitment plan and making adjustments based on outcome data.
 - What evidence demonstrates the allocation of resources toward identified targets and away from low-need employment area?

3.1.1.D Required File Upload(s): Recruitment plan (see component and indicator section above for details)

3.1.1.E Optional File Upload: Upload an additional exhibit referenced in the narrative responses to 3.1.1, if desired.

Rubrics



The rubric criteria to be used to score Indicator 3.1.1 follow all the narrative and file upload prompts for the component. All rubrics follow this basic format.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<ul style="list-style-type: none"> The provider meets all expectations for this indicator. and The provider has a clearly articulated theory of action that provides the foundation for the plan. The provider articulates an approach that is unique to its context, addresses specific partner-defined needs, and has preliminary outcome data to show impact of recruitment targeting the three areas of focus. 	<ul style="list-style-type: none"> **The plan focuses on the recruitment of candidates in all under-represented areas and addresses all of the following: <ul style="list-style-type: none"> identifies dedicated resources (human and fiscal), outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, provides timelines and deliverables, and <u>identifies</u> roles and responsibilities. **The provider and its primary partner have a formal process for reviewing the recruitment plan and making adjustments based on outcomes. 	<ul style="list-style-type: none"> The plan focuses on the recruitment of candidates of under-represented areas and addresses some of the following: <ul style="list-style-type: none"> identifies dedicated resources (human and fiscal), and outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, provides timelines and deliverables, and <u>identifies</u> roles and responsibilities. The provider and its primary partner have an informal process for reviewing the recruitment plan and making adjustments based on outcomes. 	<ul style="list-style-type: none"> The plan does not focus on the recruitment of candidates of underrepresented areas and addresses few or none of the following: <ul style="list-style-type: none"> identifies dedicated resources (human and fiscal), outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, provides timelines and deliverables, and <u>identifies</u> roles and responsibilities. The provider and its primary partner have no process for reviewing and making adjustments to the recruitment plan.

****plans and progress steps accepted for rubric criteria**

Fall 2019 State-Managed Reviews

EPP Reviewed	Type of Review
Maryville College	State-Managed
Bryan College	State-Managed
Tusculum University	State-Managed
South College	State-Managed

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CAEP-State Joint Reviews

CAEP Accreditation Report



ACCREDITATION ACTION REPORT

Education Department
Carson-Newman University
Jefferson City, Tennessee

Accreditation Council April 2020

Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available.
CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

There are no Areas for Improvement or Stipulations in this Action Report.

INFORMATION ABOUT ACCREDITATION STATUSES

Fall 2019 CAEP-State Joint Reviews

EPP Reviewed	Type of Review
University of Tennessee, Chattanooga	CAEP-State Joint
Freed-Hardeman University	CAEP-State Joint
Carson-Newman University	CAEP-State Joint

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Specialty Area Program Reviews

Specialty Area Program Reviews

- All approved and conditionally approved SAPs are also reviewed and factor into the overall approval outcomes.
- If a conditionally approved SAP has been implemented for at least three years, and successfully meets expectations, the SAP status will change to full approval.
- Minor and major SAP stipulations with rationales must be clearly articulated in the final report.

SAP Reviews

- I. Program synopsis
- II. Programs of study – courses and content
- III. Program alignment to standards and requirements
 - InTASC standards
 - EPP literacy standards
 - Specialized professional association (SPA) standards
 - Required program components
- IV. Data and program effectiveness
- V. SPA recognition

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Focused Reviews

Focused Review

- When an EPP is issued a *Probationary Approval with Major Stipulations* status by the state board, the EPP must submit to the department an improvement plan for addressing the areas in need of improvement within three (3) months.
- After the department approves the plan, the EPP will present evidence that the provider is implementing the plan and making progress toward meeting expectations.
- The EPP will participate in a focused review within three (3) years of the probationary status.

Fall 2019 Focused Reviews

EPP Reviewed	Type of Review
Bethel University	Focused
Johnson University	Focused

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Prospective EPP Reviews

Prospective EPPs

- The following organizations are eligible to apply for State Board approval to serve as a Tennessee-approved EPP:
 - A Southern Association of Colleges and Schools (SACS) accredited Tennessee-based institution of higher education (IHE) authorized by the Tennessee Higher Education Commission (THEC);
 - A Tennessee-based education related organization (ERO) with a physical presence in Tennessee;
 - A Tennessee LEA or a consortium of Tennessee LEAs that have not received the lowest performance determination on the state's accountability model in either of the two (2) most recent school years;
 - Out-of-state providers that hold approval in a state other than Tennessee.

Prospective EPP Proposal and Feedback Structures

- Iterative review conducted by TDOE reviewers
- All prospective EPPs attend a mandatory 2-3 hour orientation with the TDOE prior to drafting proposal
- Proposal and feedback documents include review of:
 - eligibility requirements
 - CAEP components
 - primary partnership agreement
 - program requirements
 - proposed specialty area programs
 - full literacy proposal review
 - clinical experience requirements

Fall 2019 Prospective EPP Reviews

EPP Reviewed	Type of Review
Motlow State Community College	Prospective EPP - IHE
Western Governors University	Prospective EPP – Out-of-State IHE

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**Advisory Committee on
Educator Preparation**

Purpose of the ACEP

- The Advisory Committee on Educator Preparation (ACEP) reviews all EPP comprehensive review outcomes, makes a recommendation regarding whether an EPP meets all standard and program requirements, and assesses and validates the outcomes made by the site team.
- Through independent reviews and consensus calls, the ACEP ensures consistency and integrity across all comprehensive, focused, and prospective EPP reviews.
- Recommendations from ACEP are taken into consideration by the department prior to making a final recommendation to the State Board of Education.

ACEP Member Qualifications

- 7 ACEP members are representative of:
 - EPPs (public and private)* and LEAs
 - essential education roles (teachers, administrators, faculty, deans, chairs, etc.)
 - each major region of Tennessee
- Members are trained in CAEP and/or TNCR processes
- Members have recently served on review teams
- Membership is voluntary – we've been extremely happy with the engagement of this group, especially in light of necessary shifts related to COVID-19

* Members will recuse themselves from their own EPP reviews.

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Recommendations for SBE

Fall 2019 Reviews

EPP Reviewed	Type of Review
Maryville College	State-Managed
Bryan College	State-Managed
Tusculum University	State-Managed
South College	State-Managed
University of Tennessee, Chattanooga	CAEP-State Joint
Freed-Hardeman University	CAEP-State Joint
Carson-Newman University	CAEP-State Joint
Bethel University	Focused
Johnson University	Focused
Motlow State Community College	Prospective EPP
Western Governors University	Prospective EPP

TNCR: Stipulations and Recommendations for Improvement

- **Major Stipulation:** Substantive and pervasive issues identified within and across standards.
- **Minor Stipulation:** Patterns and trends of deficiencies within and across standards.
- **Recommendations for Improvement (RFI):** Areas of focus derived from the review that should drive EPP's future continuous improvement efforts.

CAEP: Stipulations and Areas for Improvement

- **Stipulation:** A deficiency related to one or more components of a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet.
- **Area for Improvement (AFI):** A weakness in the evidence for a component or a standard. A single AFI is not of sufficient severity that it leads to an unmet standard.

Fall 2019 TNCR Review Summary

TNCR EPP Review

	Maryville College	Bryan College	Tusculum University	South College
Final Report Standards Outcomes	1: Met 2: Met 3: Met with minor stip. 4: Met 5: Met with minor stip.	1: Met with major stip. 2: Met 3: Met 4: Not Met with major stip. 5: Not Met with major stip.	1: Met 2: Met 3: Met with minor stip. 4: Met 5: Met with minor stip.	1: Met 2: Met 3: Met with minor stip. 4: Not Met with major stip. 5: Not Met with major stip.
Review Team Recommendations for Improvement	Standards 1, 2, 4	Standards 1, 2, 3, 4, 5	Standards 1, 2, 4	Standards 1, 2, 3
ACEP Review	In agreement with review team	In agreement with review team	In agreement with review team	In agreement with review team
TDOE Recommendation to SBE	Full Approval with Minor Stipulations	Probationary Approval with Major Stipulations	Full Approval with Minor Stipulations	Probationary Approval with Major Stipulations

TNCR SAP Review

	Maryville College	Bryan College	Tusculum University	South College
Final Report SAP Outcomes	Met – no RFIs	Met – no RFIs	Met – no RFIs	Met – no RFIs
ACEP Review	In agreement with review team	In agreement with review team	In agreement with review team	In agreement with review team
TDOE Recommendation to SBE	Full Approval	Full Approval	Full Approval	Full Approval

Fall 2019 CAEP/State Joint Review Summary

CAEP-State Joint EPP Review

	University of Tennessee, Chattanooga	Freed-Hardeman University	Carson-Newman University
Final Report Standards Outcomes (Initial-Licensure Level)	1: Met, with one AFI (1.5) 2: Met, with one AFI (2.2) 3: Met, with one AFI (3.1) 4: Met 5: Met, with four AFIs (5.1, 5.2, 5.3, 5.5)	1: Met 2: Met 3: Met, with one AFI (3.2) 4: Met 5: Met	1: Met 2: Met 3: Met 4: Met 5: Met
CAEP Advisory Council Accreditation Decisions	Initial: Accreditation granted Advanced: Accreditation with stipulations granted	Initial: Accreditation granted Advanced: Accreditation granted	Initial: Accreditation granted Advanced: Accreditation granted
ACEP Review	In agreement with TDOE translation	In agreement with TDOE translation	In agreement with TDOE translation
TDOE Recommendation to SBE	Full Approval with Minor Stipulations	Full Approval	Full Approval

CAEP-State Joint SAP Review

	University of Tennessee, Chattanooga	Freed-Hardeman University	Carson-Newman University
Final Report SAP Outcomes	Met – no RFIs	Met – no RFIs	Met – no RFIs
ACEP Review	In agreement with review team	In agreement with review team	In agreement with review team
TDOE Recommendation to SBE	Full Approval	Full Approval	Full Approval

Fall 2019 Focused Reviews

Focused EPP Review

	Johnson University	Bethel University
Final Report Standards Outcomes	1. Met 2. Met 3. Met 4. N/A 5. Met	1. N/A 2. Met 3. Met 4. Met 5. Met, with minor stip.
Review Team Recommendations for Improvement	Standard 2	Standard 2, 3
ACEP Review	In agreement with review team	In agreement with review team
TDOE Recommendation to SBE	Full Approval	Full Approval, Minor Stipulations

Focused SAP Review

	Johnson University	Bethel University
Final Report SAP Outcomes	Met – RFIs included in elementary education, elementary/ESL (dual), school counselor, and early childhood	No SAPs reviewed
ACEP Review	In agreement with review team	Not applicable
TDOE Recommendation to SBE	Full Approval	Not applicable

Fall 2019 Prospective EPP Review Summary

Prospective EPP Reviews

		Motlow State Community College	Western Governors University
Final Review of Provider Components	Eligibility Requirements:	Met expectations	Met expectations
	Standards Outcomes		
	1:	Did not meet expectations	Met expectations
	2:	Did not meet expectations	Did not meet expectations
	3:	Did not meet expectations	Met expectations
	4:	N/A	Met expectations
	5:	Did not meet expectations	Met expectations
	Primary Partnership Agreement:	Did not meet expectations	Did not meet expectations
	Clinical Experiences:	Did not meet expectations	Met expectations
Final Review of Programs	Proposed SAPs:	Met expectations	Met expectations
	Literacy Standards:	Met expectations	Met expectations for math and science Did not meet expectations for elementary, special education, and English 6-12
Overall Recommendation to SBE	EPP:	Denial of Approval	Approval
	SAPs:	Denial of Approval for CTE occupational	Approval for Math and Science Denial of Approval for Elementary, Special Education, and English 6-12

State Board Approval Outcomes

Full Approval: Exemplary Status	The EPP exceeds expectations on a majority of the standards and meets expectations on all other standards.
Full Approval	The EPP meets expectations on all standards.
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Questions